

CHILD FIND

RSU #22 shall identify, locate, screen, and/or evaluate as needed all students who are within the ages of three (3) and twenty (20) enrolled in public school, private schools, or home schools within its jurisdiction. Those who may be in need of special education and related services include:

1. students with disabilities who are homeless, are wards of the state or state agency clients,
2. students who have been suspended or expelled,
3. students with disabilities attending private schools or receiving home instruction,
4. highly mobile students (including migrant or homeless),
5. students who have the equivalent of 10 full days of unexcused absences or 7 consecutive school days of unexcused absences during a school year,
6. students incarcerated in county jails,
7. students who are in need of special education and related services, even though they are advancing from grade to grade.
8. transfer students at any grade level

After the child find process, final identification of students with disabilities and programming may occur after an appropriate evaluation and a determination by the Individualized Education Program (IEP) Team.

The child find process shall include obtaining data on each student, through direct assessment or by indirect means of the student's academic and functional performance, gross and fine motor skills, receptive and expressive language skills, vision, hearing, and cognitive skills.

RSU #22 shall provide Child Find during the first 30 days of the school year or during the first 30 days of enrollment for transfer children, in addition to other Child Find activities provided by the district.

For any student who is referred to the IEP Team as the result of child find activities, documentation in that student's cumulative record file shall specify:

- (1) The date, school, and person who coordinated the child find activities;
- (2) A description or example of the child find activities, procedures, forms, or instruments used; and
- (3) The results of the child find activities including any recommendations and/or referrals to the IEP Team.

When the results of a student's child find activities do not indicate a possible need for special education services, a notation shall be entered in the student's cumulative record file to the effect that the student was reviewed for special education child find purposes, the date, and the school where the child find activities were conducted.

School staff, parents/[guardians](#), or agency representatives or other individuals with knowledge of the child may refer children to the IEP team if they believe that the student, because of a disability, may be in need of special education and supportive services in order to benefit from regular education. Such a referral should follow the district's pre-referral and referral policy.

The Superintendent of Schools is responsible for the development of regulations necessary to implement this policy.

Legal Reference: [34 CFR 300.111(a)(i,iii) and (c)(1,2) (Oct. 13, 2006)] MSER IV(2)(A-C)
(Aug. 3, 2007)]

Adopted: January 2, 2008

Legal Reference: 34 C.F.R. § 300.111 (2006); Me. Dep't of Educ. Spec. Ed. Reg. Ch. 101, IV 2(A),
(C) (2015).

Cross reference: [IHBAA Referral/Pre-Referral](#)